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C&I 303.01: Educational Psychology and Measurement

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**CURRICULUM AND INSTRUCTION 303.01
EDUCATIONAL PSYCHOLOGY AND MEASUREMENT
Spring Semester, 2007**

Instructor: Philip Wittekiend

Meets: T and TH 12:10– 1:30 am in ED 314

Office Hours: M/W 11:00 – 12:00; other times by arrangement

Office Location: Ed 306

Phone - 243-5064 E-mail – Philip.Wittekiend@mso.umt.edu

Purpose of Course: To familiarize students with the discipline of Educational Psychology. More specifically, students will be exposed to the scientific study and theoretical approaches relative to: human intellectual, social, and emotional development; learning; cognition; motivation; classroom management; measurement and evaluation. The emphasis throughout the course will be upon the application of these topics to educational practice.

Course Objectives: For students to –

- (1) Acquire an understanding of cognitive, personal, and social/emotional development of children and young adults and the effect upon learning, motivation, self-esteem and behavior.
- (2) Explore how the implications of human and educational research findings influence theory and choice of teaching and classroom management strategies within the classroom.
- (3) Demonstrate and model the understandings gained from the study of Educational Psychology through participation in assigned individual and group activities and cooperative learning approaches.

Readings:

Slavin, R. (2006). Educational Psychology Theory and Practice. Eighth Edition. Boston, MA: Allyn & Bacon.

Kohl, H. (1995). I Won't Learn From You: And Other Thoughts on Creative Maladjustment. New York: New Press.

Other assigned readings to be accessed online.

Evaluation Criteria:

Criterion #1 - (Attendance/Participation – 10%) As a member of this learning community, you should be prepared to attend all classes and all group meetings to participate individually, as well as within groups. You will be asked to respond to exercises and activities relative to specific chapters and issues assigned by the instructor. There will be ongoing evaluation and discussion as to what is viewed as useful or problematic to you as potential teachers. You will frequently work in small groups to deal with issues raised in your reading with the goal of sharing different perspectives and working towards clarification of issues (both positive and problematic). Your attendance and participation are integral components of your grade, as the learning goal for this course is the integration

and application of learning theories and strategies. You and your group will be asked to develop, design, and participate in a number of class activities. These activities/exercises represent an important part of your cooperative learning experience in Educational Psychology, and, as such, will be part of your participation grade.

Criterion #2 – Chapter Quizzes (25%) will be objective, multiple choice format.

Criterion #3 – Oral presentation (20%) of a research topic. Instructions will be given in class.

Criterion #4 - Reflection paper (10%) on *I Won't Learn From You: And Other Thoughts on Creative Maladjustment* and participation in class discussion activity.

Criterion #5 – Reflection paper (10%) on “Burnt at the High Stakes” and participation in class discussion activity.

Criterion #6 - Final Exam – (25%) will be an essay/discussion question format.

READINGS

1. Chapter 1
2. Chapter 2
3. Chapter 3
4. Chapter 4
5. Chapter 6
6. Chapter 13
7. Chapter 14
8. Chapter 11
9. (Kohl book and other selected readings)

I look forward to a positive, productive semester working and learning with you. My goal is to **utilize cooperative learning strategies** in helping you to acquire information and skills to more effectively facilitate the social, emotional, and academic development of students. Beyond the immediacy and reality of grades for all of you, my goals will be that you will exit this course with increased understanding and confidence about working with people, learning, teaching, and how you, with your particular skills and talents, can contribute to the professional mission and challenge of teaching.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umd.edu/SA/VPSA/index.cfm/page/1321>.